



## Woodmont High School

2831 W. Georgia Road  
Piedmont, SC 29673

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,701 Students	
<b>Principal</b>	Darryl A. Imperati	864-355-8600
<b>Superintendent</b>	Mr. Burke Royster	864-355-3100
<b>Board Chair</b>	Mr. Chuck Saylor	803-360-3527

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good*</b>
2012	Good	Good
2011	Average	Below Average
2010	Average	Below Average
2009	Average	Below Average

\* The School's 2013 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
25	6	0	0	2

\* Ratings are calculated with data available by 12/14/2013.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	78.6%	75.8%	78.8%	81.2%	81.8%	84.8%
Passed 1 subtest (%)	11.2%	14.5%	11.3%	11.2%	11.6%	10.1%
Passed no subtests (%)	10.2%	9.7%	9.8%	8.2%	7.1%	5.6%

HSAP Passage Rate by Spring 2013

	Our High School	High Schools with Students Like Ours
Percent	89.8%	92.0%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	447	418	288	317
Number of Graduates in Cohort	289	273	221	241
Rate	64.7%	65.3%	76.1%	77.2%

\*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	453	442	293	310
Number of Graduates in Cohort	293	298	228	238
Rate	64.7%	67.4%	77.4%	78.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	75.6%	79.6%
English 1	74.9%	76.2%
Biology 1/Applied Biology 2	84.8%	81.7%
US History and the Constitution	75.9%	66.0%
All Tests	77.6%	75.7%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=1,701)</b>				
Retention rate	5.3%	Up from 4.8%	2.4%	2.9%
Attendance rate	92.4%	Down from 92.5%	94.6%	95.1%
Served by gifted and talented program	21.7%	N/A	19.9%	17.5%
With disabilities	16.0%	N/A	11.7%	11.9%
Older than usual for grade	10.1%	N/A	6.4%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.7%	1.3%	1.1%
Enrolled in AP/IB programs	23.6%	Up from 15.3%	19.8%	15.1%
Successful on AP/IB exams	50.0%	Down from 51.5%	52.7%	51.5%
Eligible for LIFE Scholarship	15.3%	Down from 19.0%	34.6%	30.6%
Annual dropout rate	3.8%	Down from 5.7%	2.7%	2.3%
Career/technology students in co-curricular organizations	11.5%	Up from 11.0%	8.1%	7.2%
Enrollment in career/technology courses	807	Down from 963	514	418
Students participating in work-based experiences	1.0%	Up from 0.1%	17.3%	14.6%
Career/technology students attaining technical skills	66.5%	Down from 74.0%	85.2%	84.8%
Career/technology completers placed	100.0%	No Change	98.5%	98.3%
<b>Teachers (n=87)</b>				
Teachers with advanced degrees	56.3%	Down from 56.5%	65.4%	63.4%
Continuing contract teachers	87.4%	Up from 85.9%	84.6%	78.8%
Teachers returning from previous year	90.2%	No Change	88.0%	86.2%
Teacher attendance rate	93.8%	Down from 93.9%	94.6%	95.2%
Average teacher salary*	\$48,123	Up 2.7%	\$50,431	\$48,699
Professional development days/teacher	19.8 days	Up from 11.4 days	11.5 days	9.9 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	3.0
Student-teacher ratio in core subjects	32.6 to 1	Down from 34.3 to 1	28.3 to 1	26.9 to 1
Prime instructional time	85.3%	Down from 85.5%	87.8%	89.0%
Dollars spent per pupil**	\$5,820	Up 10.8%	\$7,137	\$7,919
Percent of expenditures for teacher salaries**	58.0%	Down from 59.5%	56.5%	57.0%
Percent of expenditures for instruction**	59.0%	Down from 60.5%	60.5%	60.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.9%	Up from 37.3%	96.2%	97.7%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	15.0	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	344	89.8%	1364	77.6%	418	65.3%
Gender						
Male	183	85.8%	734	76.4%	234	56.4%
Female	161	94.4%	630	79.0%	184	76.6%
Racial/Ethnic Group						
White	238	91.2%	899	81.9%	284	65.5%
African American	76	84.2%	380	66.6%	101	62.4%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	26	92.3%	76	81.6%	28	71.4%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	49	53.1%	132	47.0%	58	27.6%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	11	100.0%	35	65.7%	13	84.6%
Socio-Economic Status						
Subsidized meals	153	86.9%	555	67.6%	159	60.4%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Woodmont High School is a comprehensive school with a focus on rigorous programs to best prepare its students for the 21st century. Renewed focus has been placed on our International Baccalaureate Programme in order to prepare our students for the rigors of Common Core. For the past two years, the programme has been expanded to sophomores in a successful pilot program in order to gauge acceptance and readiness. In tandem, cohorts of teachers have been trained in the Middle Years Programme in order to further enhance the pilot and to complement existing initiatives. As well, our two year intensive transformation in teacher preparation has focused on rigor in the classroom. As a result, Advanced Placement and International Baccalaureate courses have been bolstered and record numbers of students are enrolling in higher level courses in order to be best prepared for continued education and the world of work.

As well, the School Improvement Council has initiated programs to support the mission of the school and its students. Critical to this support was the recognition of the needs of our most disenfranchised students. The SIC, with assistance from local churches, spearheaded an effort to garner local support for a backpack program which provides much needed basic foodstuffs to our students for weekends. This summer, the school serves as a provider of meals through the federal meals program. Breakfast and lunch is served four days a week. Our business partner, Michelin, supports our students by providing tutoring service to students in need of academic support, particularly in the area of HSAP and EOC examinations. As well, a successful School Climate Initiative grant was used to provide free after school tutoring and transportation in order to assist in the school and district goal of improving the academic performance of all students.

The SIC and Parent Teacher Student Association (PTSA) have partnered to improve communication to better inform parents and the community of Woodmont High's offerings. An emphasis on the use of multiple vehicles for communicating vital information is being explored. A partnership with PlantHS will assist in making this effort a reality. Enhanced communication efforts will bolster school and home relationships as well as community understanding of our school programs and activities.

Finally, active fine arts, agriculture, and athletic Booster clubs support a variety of activities. These organizations donate time and talent to bolster student activities at our comprehensive high school. More than 5,000 volunteer hours were recorded this past school year, largely from parent and community members seeking to support and improve our fine school.

Patricia Lemons, SIC Chair  
Darryl Imperati, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	87	259	61
Percent satisfied with learning environment	79.3%	65.6%	78.7%
Percent satisfied with social and physical environment	89.7%	72.6%	76.6%
Percent satisfied with school-home relations	71.2%	84.9%	70.7%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	69.7
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Woodmont High School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
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Grades 9-12

All Students	234.9	230.1	83.2	71.7	95.9	95.9	64.7
Male	230.8	227.5	82.6	71.7	95.9	96.4	60.8
Female	239.5	233.2	83.9	71.6	95.8	95.3	69.7
White	238.3	235.4	86.5	73.6	95.1	94.8	66.3
African American	227.1	219.1	76.0	66.3	96.7	97.5	61.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	65.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	208.3	200.6	N/A	N/A	88.7	87.3	42.9
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	60.0
Subsidized meals	228.5	221.1	78.6	69.6	94.4	94.9	64.6
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2012	407	96.3	11.4	31.8	37.5	19.4	56.8
	2013	411	95.9	11.4	23.9	32.0	32.7	64.7
Mathematics								
All Students	2012	407	95.3	20.6	29.1	26.0	24.2	50.3
	2013	411	95.9	18.3	31.5	25.9	24.4	50.3

Abbreviations for Missing Data